



EVALUATING STUDY OF OBSERVATION-CUM-SPECIAL HOMES OF HIMACHAL PRADESH WITH RESPECT TO EDUCATIONAL AND VOCATIONAL FACILITIES

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ABSTRACT

The purpose of this present paper is to investigate the various facilities provided to juvenile delinquents who were residing within Observation-cum-Special Homes of Himachal Pradesh. There are only two observation-cum-special homes in Himachal Pradesh. For conducting the investigation survey study method was used. Only those juveniles were taken for study, which has completed more than three months with in the Observation-cum-special homes. The sample of the present study has been taken from the both Observation-cum-Special homes i.e. 60 juvenile delinquents who have resided within these Homes more than three months. The data gathered for this study was collected by the self developing questionnaires. The data was analyzed by employing frequency and percentage analysis. It was revealed by the juvenile delinquents of both homes that there is lack of subject wise teaching staff, vocational staff and also there are many issues explained in detail in this paper.

KEY WORDS: Juvenile delinquent, Observation-cum-Special Home (OSH), educational facilities vocational facilities etc.

I. INTRODUCTION:

Children are cherished treasures of mankind. There is no doubt in the fact that the complete growth of future society lies in the manner in which we care for children, they are our wealth. It is very well maintained in all the human societies that today's children are tomorrow's citizens. They are supposed to be the backbone of a nation. Children are the life veins of the society, pillars of the progressive nation and crystallised energy stored reservoirs of the country and the builders of the future world.

According to international law, a child/juvenile means every human being below the age of 18 years. 'Juvenile' or 'child' means a person who has not completed 18 years of age. This is universally accepted definition of a child and comes from the United Nations Convention on the Rights of Child (UNCRC), an international legal instrument accepted and ratified by most countries. India has always recognized the category of persons below the age of 18 years as distinct legal entity. That is precisely why people can vote or get a driving license or enter in to legal contracts only when they attain the age of 18 years.

The United Nations Convention on Rights of Child (CRC) was laid down in 1989, which play an important role in the international Human Rights legislations. It clearly pointed out about the rights of the children and why they should be protected. This rights approach protect the CRC entailed changes in the area of social; justice, equity and empowerment of the young members of society. The CRC is a legally binding agreement that sets out the civil, political, economic, social and cultural rights of every child, irrespective of their race, religion or abilities. Consisting of 54 articles, it sets out children's rights and sets out children's rights and how governments should work together to protect these rights. Ever since the convention was adopted in 1980, 194 countries have signed up the Convention. All the countries that ratified to UNCRC are bound by International law and its implementation. Committee on CRC sees to it that countries which have signed up the UN convention abide to the norms of the Convention. India ratified to the CRC in 1992 and since then it has been bringing out various legislations to cover the rights of children. Juvenile Justice Act in India is one such legislation which clearly and extensively deals with issues of erring children.

Importance of Education in a Person's Life:

"There can be no keener revelation of society's soul than the way in which it treats its children."

-Nelson Mandela

"One good teacher in a life time may sometimes change a delinquent into a solid citizen".

- Phillip Wylie

There are three types of educational agencies which are responsible for the total behaviour development of a child:

Education means to develop positive thinking, right attitude, moral values, logical and common sense etc. There is a greater need today for the care and education of every child. Without the proper guidance and education they will become the source of disturbance and nuisance not only to the family but also to the society.

The informal education is that education which is not formal and it is not taken

from an authorized resource. This is an incidental education which helps in modification of the behaviour of a child naturally.

Informal education is a general term for education outside of the standard school setting. It is the wise, respectful and spontaneous process of cultivating learning. It works through conversation, and the exploration and enlargement of experience. The purpose of informal education is no different to any other form of education in one situation it may focus on all round development of a child according to the need of the society. The resources of the informal education are families, communities, peer groups, media etc. Informal education tend to the emphasis certain values such as:

- respect the unique value and dignity of each human being,
- ability to react in different situations,
- abilities to understand and control the new situation
- combination of certain social entities than has a base goal of education

All types of Education- formal, informal and non-formal are needed for the complete development of the individual and the society. Formal education must include the elements of informal education on the one side and large scale programmes of non-formal education on the other side to make the process complete. Efforts should be made to integrate all the three types into one comprehensive educational system for the enrichment and transmission of culture, knowledge and experiences, development of skills and harmonious development of the individual.

Children are the future of the nation. They are not only the important part of the educational system but also of the society. If their present is safe and protective, then definitely the future of the children would be bright. Sometimes, children get involved in anti-social activities and become delinquents. Some of juveniles have spoiled their time and energy in anti-social activities. Even from the point of view of social context, a higher investment on juvenile offenders to bring them back into mainstream of social life would not only be a sure method of prevention of crime, but also profitable in terms of the development of human resources.

II. OBJECTIVES:

1. To study the Educational Facilities provided to juvenile delinquents of Himachal Pradesh.
2. To study the various vocational Facilities provided to juvenile delinquents of Himachal Pradesh.

III. METHODOLOGY USED:

Keeping in consideration the nature of the problem and objectives of the present study, the researcher used Survey Study Method which is under the Descriptive Research Method. The present study was restricted to educational and vocational facilities provided to juvenile delinquents. Researcher has selected only 60 juvenile delinquents i.e. 30 juveniles from each Home for this present study on the basis of their time resided with in Observation-cum-Special Home. Those juveniles who has spent more one month with in Observation-cum-special homes and willing to respond, has been taken for the present study. The investigator used the Purposive Sampling Technique to select the sample for data collection. Interview

schedules were developed and validated by investigator to collect the information regarding the educational and vocational facilities provided with in Observation-cum-special home. The obtained information was tabulated and organized under various categories through content analysis. The tabulated data were further analysed in terms of frequencies and percentages. Data on different factors have been analysed through percentage analysis and interpreted keeping in view the objectives of the present study.

IV. ANALYSIS AND INTERPRETATION:

The purpose of the present study was to study the educational, & supplementary programme provided in observation-cum-special homes of Himachal Pradesh. The data was analyzed and interpreted in order to arrive at some meaningful conclusions.

1. Educational Facilities:

The daily routine provide a regular discipline life, personal hygiene and cleanliness, physical exercise yoga, educational classes, vocational training, organized recreation and games, moral education, group activities, prayer and community singing and special programmes for Sundays and holidays.

The daily School Time-Table following properly within OS Homes or not, following table shows the responses of juvenile delinquents

Adequacy of Time-table:

Table 1

S. No.	Items	Observation-cum-Special Home (OSH)-I (n-30)		Observation-cum-Special Home (OSH)-II (n-30)	
		Yes (Frequency)	No (Frequency)	Yes (Frequency)	No (Frequency)
1	Systematic Time Table	19 (63%)	11(37%)	12 (40%)	18 (60%)
2	Equal distribution of periods in time table	12 (40%)	18 (60%)	10 (33%)	20 (67%)
3	Special classes to interested juveniles	3 (10%)	27 (90%)	5 (17%)	25 (83%)

It is revealed in table-1 that in OSH-I, 63% juveniles (19 out of 30) have expressed that the time-table is framed systematically and the subjects distribute judiciously and 37% (11 out of 30) juveniles are not agree with this statement. About OSH-II it has cleared by above table-1 that 40% (12 out of 30) juveniles agreed that systematic time table has been framed by their teachers and 60% of juveniles are not accepted this statement. 40% Juveniles of OSH-I accepted that there is equal distribution of each subject period in their time-table, whereas in OSH-II 33% of juveniles are agreed with equal distribution of periods in time-table statement. On the other hand 33% juvenile of OSH-I and 67% juveniles of OSH-II are not agreed with the statement that there is equal distribution of periods in time-table. This table-1 also shows that 10% of juveniles OSH-I and 17% juveniles of OSH-II revealed that special classes are giving to interested juveniles (who want to study willingly), whereas, 27% juveniles of OSH-I and 83% juvenile of OSH-II not accepted this statement.

Classrooms Facilities:

The table pertaining to the information provided by students regarding proper seating arrangement in the classrooms is as under:

Table 2: Classrooms facilities

S. No.	Items	Juveniles in Home-I n-30		Juveniles in Home -II n-30	
		Yes (frequency)	No (frequency)	Yes (frequency)	No (frequency)
1.	Sufficient number of classrooms	30 (100%)	-	30	-
2.	Ventilated classroom	30 (100%)	-	25 (83%)	5 (17%)
3.	Well furnished classroom (all classroom necessary equipments like blackboard, duster, chalk, maps, desks table chair, charts, globe etc)	30 (100%)	-	20 (67%)	10 (33%)

From table-2 it is clear that in OSH-I, 100 % of juveniles revealed that there is sufficient number of classroom with airy and ventilated facilities and also well furnished. Whereas, in OSH-II 100 percent majority of juveniles expressed that there is sufficient number of classrooms and 83% of juveniles agreed that they have ventilated classroom whereas 17% of juveniles disagreed with this statement. 67 % juveniles of OSH-II have revealed that classrooms are well furnished whereas, 33% juveniles of OSH-II are not agreed with this statement.

Library Facilities:

Table 3: library facilities

S. No.	Items	Juveniles in Home-I n-30		Juveniles in Home -II n-30	
		Yes (frequency)	No (frequency)	Yes (frequency)	No (frequency)
1.	Library-cum-Reading Room	30 (100%)	-	30	-
2.	Availability of sufficient and relevant books	30(100%)	-	21(70%)	9 (30%)
3.	Availability of daily newspaper	30(100%)	-	30 (100%)	-

From table-3 it is clear that 100 % of juveniles of OSH-I and OSH-II satisfied that there is availability of Library-cum-Reading Room and also daily newspaper are providing to juveniles. 100% of Juveniles told that there is availability of sufficient books with in the OSH library, whereas, 70% juveniles of OSH-II informed that there is availability of sufficient and relevant books.

Satisfaction towards Teaching Methodology:

The table pertaining to the information regarding the satisfaction of the juveniles towards teaching method used by their teachers in both the OSH schools is as under:

Table 4: Satisfaction towards Teaching Method

Sr. No.	Response	No. of Students Institution-I	% age	No. of Students Institution-II	% age
1.	Yes	7	23	6	20
2.	No	23	77	24	80
	Total	30		30	

It is evident from table that in Home-4, only 23% of the juveniles are satisfied with the teaching methods being used by their teachers. On the other side 77% of the juvenile are not satisfied from the way of teaching methods used by their teachers. As far as Home-II, is concerned a large percentage 80 % of juveniles were not satisfied with the teaching method being used by the teachers and the percentage of those who are satisfied is only 20% juveniles are satisfied by the teaching method used by their teachers.

Facilities For Sports & Extra Curricular Activities:

Table 5: Sports and Extra Curricular

S. No.	Items	Juveniles in Home-I n-30		Juveniles in Home -II n-30	
		Yes (frequency)	No (frequency)	Yes (frequency)	No (frequency)
1.	Playground	2 (7%)	28 (93%)	24 (80%)	6 (20%)
2.	Provision for indoor/outdoor games	10 (33%)	20 (67%)	25 (83%)	5 (17%)
3.	Provision for extra co-curricular activities	7 (23%)	23 (77%)	20 (67%)	10 (33%)

Table-5 shows that the responses of 93% juveniles of OSH-I expressed that there is no particular playground, whereas the responses of 20% juveniles of OSH-II shows that there is no particular playground. 80% juveniles of OSH-II expressed that they have comfortable playground and 83% juveniles expressed that there is provision of outdoor and indoor games. This table-5 also revealed information that 67% juveniles of OSH-I agreed that there is not much appropriate provision of indoor and outdoor games whereas only 33% of juveniles told that there is provision of indoor and outdoor games. Responses of 23% juveniles of OSH-I revealed that there is provision for extra-curricular activities, whereas, 77% juveniles expressed that there is no provision of extra co-curricular activities. On the other hand the responses of 67% responses of juveniles of OSH-II revealed that there is provision for extra co-curricular activities, only 33% juveniles denied this statement.

2. Vocational Facilities:

Vocational Education Provided to Juvenile delinquents Resided in Observation-cum-Special Home:

Vocational type education is used here because following education has been given to juveniles who resided within OSH

Table 6: Vocational type Education facilities

S. No.	Items	Juveniles in Home-I n-30		Juveniles in Home -II n-30	
		Yes (frequency)	No (frequency)	Yes (frequency)	No (frequency)
1.	Arts & Craft Classes	4 (13%)	26 (87%)	30 (100%)	-
2.	Computer	-	30 (100%)	28 (93)	2 (7%)
3.	Cooking	30 (100%)	-	30 (100%)	-
4.	Gardening	30 (100%)	-	-	30 (100%)
5.	Community Services	16 (53%)	14 (47%)	23 (77%)	7 (23%)

From the above table it has revealed that majority of 100 percent of juvenile delinquents shows that in OSH-I and in OSH-II, cooking education is providing to them. In OSH-I 13% of juveniles revealed that art and craft classes has been organized time to time in their home whereas majority of juveniles told that they didn't join any art and craft classes in the OSH. In OSH-I hundred percent of juvenile revealed they are doing and learn gardening related work there is a proper small fields and gardening instruments. In OSH-II no gardening education is provided to juveniles. In OSH-I Computer facilities are not provided to juveniles whereas, in OSH-II computer education facilities are available. Community services provided in both OS Homes, 53% of juveniles of OSH-I and 77% percent juveniles of OSH-II are agreed with this statement.

V. CONCLUSION:

Now-a-days, it is important to provide educational and vocational facilities to juvenile delinquents within Observation-cum-special Home. It will help them to develop, modify their behaviour and channelize them towards a responsible citizen. Sympathy, pity or punishment is not the substitute of the prevention. But the proper guidance and counselling, good education, moral/spiritual value system, healthy environment and community services should help them to overcome from their delinquent activities which help them to re-enter into the mainstream of the society. From the results of this study it has given below:

1. In OSH-I that maximum majority of juvenile accepted that systematic time-table follow but distribution of period is not properly maintained and also less provision of special classes. From above information it further cleared that majority of juveniles of OSH-II are of the opinion that time-table is not systematically followed in their OSH School, there is no equal distribution of periods in time table and also there is less provision for individual attention.
2. The majority of juveniles of OSH-I and in OSH-II expressed that there is sufficient ventilated and well furnished classrooms in both OS Homes.
3. Full majority responses of juveniles are satisfied with the library facilities provided to them with in OSH-I. Whereas, maximum responses of juveniles of OSH-II satisfied with the library facilities provided to them.
4. The majority of juveniles of OSH-I and in OSH-II expressed that they are not fully satisfied with the way of teaching methods used by their OSH school teacher.
5. The majority of juveniles of OSH-I and in OSH-II revealed information that they there is not proper arrangement for sports and extra co-curricular activities.
6. In OSH-I majority of juveniles expressed that there is provision of vocational type classes such as cooking, gardening and community services. Whereas, in OSH-II majority of juveniles revealed the information that OSH provide facilities for art and craft, computer, cooking and community services.

It has concluded that OSH should put more efforts to channelize the juvenile's behaviour. The juvenile should be engage in purposeful vocational activities and also educational activities. Teacher should put more efforts to make study interesting and involve them (juveniles). More attention will be given to provide them (juveniles) properly sports and co-curricular activities so that they become co-operative and active member of society. Proper counselling should be given to them as per their need.

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